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ABSTRACT

The idea of using newspapers in education is not a new one; in fact, recorded references go back as far as the 1890s. During the first half of the 20th century educators and newspaper people increased the awareness of how current materials could maintain an important place in the school curriculum. Influential publications during this period included Reginald S. Kimball's book, "Current Events Instruction" (1929); "The Newspaper in the Classroom" (1939) by Luvella K. and Alfred Reschke; and reports by the National Education Association (NEA) and the New York Times. By the mid-1950s educators and newspaper personnel sensed the need for a systematic study of how the newspapers were being utilized in the classrooms. C. Ken Jefferson and the International Circulation Managers, among others, took on this responsibility, which resulted in a set of inservice education workshops for teachers entitled, "The Newspaper in the Classrooms of a Free Society." During the 1960s and 1970s, the workshop program expanded steadily and in 1961 its administration was assumed by the American Newspaper Publishers Association (ANPA), which continued to promote newspaper education by sponsoring conferences, workshops, and evaluation materials. One of ANPA's projects, a three-year survey, begun in 1977 and called the "Newspaper Readership Project," marked the first combined effort on a national and local level to work with researchers to learn What is needed to create effective newspapers that could both satisfy readers in the 20th century and prepare for the 21st century. This paper includes 105 footnotes. An essay describing the history of the Maryland newspaper in education program, also by Marlene Stone Cowan, is attached). (KM)

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# HISTORY OF THE NEWSPAPER IN EDUCATION PROGRAM

By

Marlene Stone Cowan

U.S. DEPARTMENT OF EDUCATION
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## PREFACE

The aim of this booklet is to provide a history of the development of the Newspaper in Education program and the aims and purposes of the program.

I wish to express my sincere appreciation to all the individuals cited in this study. Without the aid of their records, comments and time, this study would not have been possible.

Special acknowledgment goes to Dr. John Haefner who so graciously supplied a majority of the information.

M.C.S.
1978

## HISTORY OF THE NEWSPAPER IN EDUCATION PROGRAM

> Much has been said and written on the utility of newspapers; but one principal advantage which might be derived from these publications has been neglected; we mean that of reading them in schools, and by the children in families. Try it for one season - Do you wish your child to improve in reading solely, give him a newspaper - it furnishes a variety, some parts of which must infallibly touch his fancy. Do you wish to instruct him in geography, nothing will so indelibly fix the relative situation of different places, as the stories and events published in the papers. In time, do you wish to have him acquainted with the manners of the country or city, the mode of doing business, public or private; or do you wish him to have a smattering of every kind of science useful and amusing, give him a newspaper - newspapers are plenty and cheap - the cheapest book that can be bought, and the more you buy the better for your children, because every part furnishes some new and valuable information.[1]

It might be assumed that this statement could be attributed to any person who believes in and works with the Newspaper in Education Program. In actuality, this article appeared in the Eastern Herald, June 8, 1795, printed in Portland, District of Maine - State of Massachusetts. Thus, the idea of the use of the newspaper for educational purposes is certainly not new nor is the idea of the use of a newspaper in the classroom new to the educator. "Recorded references to the use of the newspaper in the classroom go back to the 1890's."[2] "As long ago as 1911, a recognized encyclopedia, 'The Volume Library,' contained an extensive treatise on the value of a newspaper to teaching."[3]

"The outbreak of World War I contributed immensely to the progress of current affairs instruction in the schools." The American people's interest in world affairs increased with the entry of the United States into the conflict. "It was during the 20's that objectives directly related to current events teaching began to appear in courses of study and professional literature."[5]

A definitive and widely read and quoted text was published in 1929. Reginald S. Kimball's book, Current Events Instruction, had a strong influence in the teaching of current happenings for ten years.[6] The text contained numerous suggestions for teachers about specific instructional methodology in the form of lesson plans, tests, reviews, games and contests, as well as a brief history of the educational current events movement. Kimball believed that no course in the field of civics would be complete without reference to current situations.[7] He also believed that current events instruction must have some bearing upon citizenship training and that the aims of the instruction must:

> (1) prepare students for meeting real life situations by cultivating interest in civic problems and showing the students the proper way to view important events in our political and social existence,
>
> (2) add interest to all subjects in the curriculum by showing their application to the life of the adult world,
>
> (3) develop the student's ability to withold judgement until both sides of a case have been presented, and
>
> (4) train students in the use of periodicals including ways to distinguish between the authentic and the dubious, the sensational and the reliable and which editorial policies can be trusted versus those which are partisan or biased.[8]

The author persuasively argued for current event periods using current event digests. The use of the daily newspaper was started since it was readily available, widely distributed and was an adult instrument which would be a part of life after graduation. Kimball's "proposed methods constitute a compendium of procedures which had been gaining favor over a period of forty years, since the teaching of current events was the logical outcome of major developments after 1890 in the secondary school curriculum and methods of teaching."[9]

Until the late 1930s, Kimball's book was the only text on the subject which gave exclusive attention to current events education.[10] In 1939, a second book was published which also exerted a strong influence on the field. Luvella K. and Alfred Reschke wrote The Newspaper in the Classroom under the editorship of Dr. Edward A. Fitzpatrick and the sponsorship of the Milwaukee Journal, setting forth for the first time "a definite program of successful teaching practices and pupil activities in the use of the newspaper for the enrichment of the whole school curriculum."[11] The book was a cooperative enterprise growing out of a contest on "How to Use the Newspaper in the Classroom" conducted by the Milwaukee Journal. The suggestions contributed by the teachers for the original contest served as the basis for the book.[12] These teachers contributed their successful teaching methods and ideas for pupil activities in the subject areas of social studies, English, science, health education, safety, art and arithmetic. The book was supplied by the Milwaukee Journal to other newspapers and school systems.

Another major contribution to the field appeared in 1948 in the form of a report which had been requested by the National Education Association. This report was presented at a meeting of the World Organization of the Teaching Profession. The report emphasized that current affairs cannot be taught in isolation and further stated that:

> . . . in our schools teachers are seeking to develop basic attitudes and skills; to impart background information and a basis for understanding; to motivate pupils to work toward the solution of important current problems; to develop in pupils an interest in current affairs that will continue to result in intelligent and informed action on their part after they leave school.[13]

The report, prepared by the National Council for the Social Studies for the National Education Association, was studied by the New York Times. This newspaper undertook the sponsorship of a nation-wide study in the field. The New York Times established fellowships for three New York teachers who had been selected and granted leaves of absence for the academic year 1948-1949 by the New York City Board of Education to conduct the survey. The coordinator of the project was James F. Corbett, Administrative Assistant of Manual Training High School.[14]

> The scope and method of the survey was planned by the following prominent educators: Dr. Howard R. Anderson, Specialist in Social Studies, U.S. Office of Education, Washington, D.C., Dr. William H. Bristow, Director of Curriculum, New York City Schools, Dr. Edgar Dale, Professor, Bureau of Educational Research, Ohio State University, Dr. Benjamin Fine, Education Editor, The New York Times, Dr. Merril F. Hartshorn, Executive Secretary, National Council for the Social Studies, Dr. Erling M. Hunt, Professor of Education, Teachers College, Columbia University, Miss Mildred F. McChesney, Supervisor of Social Studies, New York State Department of Education, Dr. Jacob M. Ross, Chairman, Committee on

> Teaching of World Affairs, New York City Schools, and Dr. Howard E. Wilson, Carnegie Endowment for International Peace.[15]

The teachers conducting the survey spent a year visiting hundreds of schools throughout the United States in order to learn the various ways in which current events were being taught as part of the school curriculum. Their report was printed in book form in 1950 and titled Current Affairs and Modern Education under the sponsorship of the New York Times. This book contained reports on classroom practices. The majority of the teachers surveyed in this study indicated that they firmly believed that current events should be taught in the school, but the survey also revealed that in many schools confusion existed as to the purpose and place of current affairs in the school program or curriculum.[16] The book urged teachers to plan their instruction so as to include current affairs as an integral part of the entire curriculum or to integrate current affairs into other courses. The text also analyzed the problem of community pressures and controversial issues as well as community resources. Various curriculum patterns and teaching techniques were examined in theory and practice. A discussion of the materials that were being utilized in the schools was also included. The researchers stated that:

> Where the daily newspaper, the current issues of weekly and monthly magazines, and other appropriate instruction aids were close at hand, there too we generally found more student interest, better informed classes, and more intelligent discussions with wider participation.[17]

Armed with the information found in the Times book, the National Council for the Social Studies devoted its twenty-first yearbook to "integrating contemporary affairs, as materials of instruc-

tion, into the basic problem of building a citizen who is ready to play some stronger part than heretofore in shaping his own society."[18] The title of this yearbook was Teaching of Contemporary Affairs (1950).

The contributors to this yearbook delineated the desired outcomes, needs and possibilities for producing a responsible citizen in our schools and presented illustrations and suggestions for the instruction of contemporary affairs at the elementary, secondary and junior college levels. Current materials were discussed, as well as problems in contemporary affairs in the schools in the areas of teacher training, administration and research. The contributors' intent was to motivate teachers and to present a variety of possibilities for the use of current events in the classroom and not to report on present practices to evaluate.[19]

The National Council for the Social Studies also published a how-to-do-it series in pamphlet form entitled "How to Use Daily Newspapers." From 1949 to March, 1957, "distribution totaled 10,624 copies of which 1500 went to contributing members while the others were sold."[20]

Thus, during the first half of the twentieth century, educators and newspapermen had increased their awareness of how current materials could maintain an important place in the school curriculum. By the mid-1950s, educators and newspapermen began to sense the need for a systematic study of how the newspapers were being utilized in the classrooms of the schools throughout the United States.

C. Ken Jefferson, circulation manager of the Des Moines Register and Tribune, was interested in learning if there was any

"effect of newspaper route work on a boy's grades and activities both in and out of school."[21] In 1954, Mr. Jefferson contacted Dr. J. F. Stonecipher, who was Director of Secondary Education in Des Moines at that time, to discuss a study. Together they worked out a study which sought to discover how 5,500 Des Moines junior and senior high school students spent their leisure time. The study's results revealed that "40% of the boys and 33% of the girls did no reading outside of the classroom" and among those who did some reading, "boys spend 4½ times as many hours per week on television as they did on reading - and girls 2½ times as many."[22]

Jefferson, knowing the concern of Des Moines school administrators over the low level of reading, asked Dr. Stonecipher for "advice on a program to involve public school education in using the newspaper in classrooms to improve interest in news, in newspaper reading, thus to ensure better preparation for their adult life."[23] Stonecipher related that he believed that teachers recognized the value of the newspaper but that "the motivation to use them in classroom work would probably have to come from the top of educational circles rather than the classroom level."[24]

Based on this concern, the genesis of the idea of a youth reading attitude study was presented to the International Circulation Managers Association Board of Directors by C. K. Jefferson on October 19, 1955. The suggestion as presented follows:

> That I.C.M.A. might properly take a leading part in research on the use of newspapers in schools and how it could be augmented; and in the broader field of newspaper readership among school children, and reading habits being developed among children.[25]

The Board approved the idea and referred it to the ICMA Executive Committee for action. Morris Shorr, ICMA President, appointed Jefferson to chair and select committee members for the Youth Reading Attitude Study Committee and to make the exploratory study.[26] The sponsoring organization, ICMA, was "founded in 1899 as a professional association of circulation managers and assistant managers of daily newspapers with paid circulation; purpose 'Mutual enlightenment, cooperation and service.'"[27] The proposed study, therefore, was within its purview of interest.

Further discussions with Dr. Stonecipher resulted in leading Jefferson to Dr. John Haefner, a professor of Social Studies Education at the State University of Iowa and former President of the National Council for the Social Studies, and to Dr. John Gerber, a past President of the National Council of Teachers of English. Jefferson presented the following questions to these two men:

1. Are young people of today learning to seek source information and to think independently?

2. Are they looking for source reports of political, economic, scientific, social, or other developments as published in newspapers, so that they may themselves decide which are significant, or are they being led more and more to accept digested reports and opinions of others?

3. Are they acquiring a habit of getting their information in capsule form and not habits which lead to intellectual independence and moral responsibility?

4. What responsibility should educators assume in research on these questions, and corrective measures?[28]

In November of 1955, both Haefner and Gerber presented the questions to the national conventions of their respective groups in New York City. Resolutions were passed by both groups empower-

ing their officers to appoint persons to cooperate with the ICMA Committee in "looking toward necessary research and corrective measures."[29]

Upon receipt of the encouraging responses, C. K. Jefferson consulted Charles Martin, executive secretary of the Iowa State Education Association. At Martin's suggestion, Jefferson telephoned Dr. Lyle W. Ashby, assistant executive secretary of the National Education Association in Washington, D.C. and found him to be interested in discussing the newspaper as an instrument of good education. Therefore, Jefferson traveled to Washington to meet with Dr. Ashby and together they formulated the idea for a Press-Education Conference and arranged in exact detail the date, place and selection of conference attendees.[30] It was through these inital efforts that C. K. Jefferson became known as the "father" of the Newspaper in the Classroom Program.[31]

> In October 1956 representatives of leading education and newspaper associations met at the first Press-Education Conference in Chicago, Illinois. Organizations represented included the National Education Association, National Council of Teachers of English, National Council for the Social Studies, National Association of Secondary School Principals, American Association of School Administrators, Association for Supervision and Curriculum Development, American Newspaper Publishers Association, American Society of Newspaper Editors, International Circulation Managers Association and National Newspaper Promotion Association.[32]

"Two such groups had never been together. Two of the most powerful institutions in our democratic society had no channels of communication, a working together [sic]."[33] The serious and conscientious intent of this group was made evident when as the hour grew late, Dr. Ashby declared, "I am willing to remain all

night in order to accomplish our purpose."[34] Another noteworthy and prophetic comment was made by Jenkin Lloyd Jones, then president of the American Society of Newspaper Editors, who had interrupted a vacation in Colorado to attend the conference, who stated: "This certainly is a blue chip group. What is decided here could well be a lasting achievement."[35] (Appendix A contains the names and associations present at this exploratory conference held in the Drake Hotel, Chicago, Illinois.)

During this day long discussion, a Study and Planning Committee was appointed and charged with the responsibility of:

> A. Gathering material on use currently of newspapers in classroom work to determine where we are now, employing a capable person to conduct research and prepare abstracts of it, at a cost not to exceed $1,000.00; and,
>
> B. meeting when abstracts had been prepared to determine what further steps might properly and effectively be taken, and to outline a continuing plan.[36]

The Study and Research Committee delegated Dr. Lyle Ashby of NEA to be in charge of the research project, and he subsequently arranged for Dr. Merrill F. Hartshorn, executive secretary of the National Council for the Social Studies, to direct the research. Dr. Hartshorn ultimately appointed an advisory committee formed by Dr. John Haefner and including Dr. John C. Gerber of the University of Iowa and Miss Edna Flesner of Iowa City High School, and charged them with guiding the actual research, which was conducted by Mrs. Leslie G. Moeller of Iowa City. Mrs. Moeller had previous research experience and was a journalist, as well as the wife of Dean Moeller of the School of Journalism of the University of Iowa.[37] Mrs. Moeller was commissioned to conduct a research study

in the United States and the District of Columbia to ascertain the manner in which schools were already using the newspaper in the classroom. The study, conducted during the months of April and May, 1957, also included a national poll of newspaper school programs from December, 1956 to April, 1957. The study was under the supervision of the Youth Reading Attitude Study Committee, the newly formed school-newspaper group and was supported financially by the newspapers through ICMA.[38]

Mrs. Moeller reported at the conclusion of her study that 40% of the responding schools were making some use of the daily paper in the classroom, but that the methods used failed to meet the full potential of the newspaper as an instructional tool.[39] She further recommended that better teacher education be implemented if more effective use of the newspaper was to be made in the schools and also stressed the need for more development and exchange of teaching materials, more training for teachers and more research.

The committee accepted Moeller's recommendations and requested the National Council for the Social Studies to work out plans for a series of University workshops to enable teachers

> . . . to explore possibilities for increasing the quality of instruction and learning through a cooperative study of the uses of the newspaper in the classroom and to provide a setting of free inquiry and informal association in wihch representatives of the press, teachers and university faculties can establish foundations for continuing beneficial relationships and mutual support.[40]

Dr. Merrill F. Hartshorn was named to establish summer workshops in colleges of education and to direct the program and

coordinate educational activities with the International Circulation Managers Association Committee.[41] The prospectus for the summer workshops was prepared by a selected group of educators under the direction of Dr. Hartshorn in the summer of 1957. The prospectus was titled "The Newspaper in the Classrooms of a Free Society." The Prospectus described the following interests and aims of the newspapers and the education community:

> The interests of teachers and supervisors would include:
>
> The newspaper as a basic resource in current events, science news, homemaking developments, arts criticism and review, business news and other relevant fields;
>
> As a living textbook: history as it is made, contemporary issues and problems, public attitudes and opinions;
>
> As a direct newspaper unit on getting the most out of your newspaper and how to read it.
>
> The interests of the Press would include:
>
> Stimulation of better reading habits which carry over into adulthood;
>
> Broadening of youth horizons beyond those of the standard school materials;
>
> Reader experience in the study of public issues and problems.[42]

The title of the Newspaper in the Classroom Program came from a shortened version of the prospectus title.[43]

By the summer of 1958, the first workshops were established at the following universities: State University of Iowa (Director: Dr. John Haefner, Director of Social Studies Education); the University of California at Los Angeles (Director: Dr. Howard E. Wilson, Dean of the College of Education); and Syracuse University (Director: Roy A. Price, Professor of Social Studies and

Education). The two-week workshops were authorized units of the colleges of education in each of the three universities, and all carried college credit.[44]

Each of the workshop directors was asked to select twenty in-service teachers to attend on full tuition grants, these credit granting, two-week Newspaper in the Classroom workshops. The funds for the sixty tuition grants were provided by ICMA. A total of eighty-six teachers actually attended these first workshops.[45] All the steps in the development of the Newspaper in the Classroom Program were funded by the International Circulation Managers Association. "Educators who participated in the planning neither received or would have accepted any compensation but did have expenses they incurred reimbursed."[46] Compensation included: costs of the research on how the newspapers were being used (Moeller), payment to the three educators who prepared the workshop prospectus and to the college personnel conducting the summer workshops, and the Committee Chairman's extensive travel costs. The total investment by the International Circulation Managers Association was approximately $25,000.[47]

A survey of the teachers attending these workshops was conducted in the late summer of 1958 by M. E. Fisher, Minneapolis Star and Tribune. "It was not intended as an in-depth study but to find out quickly what the workshop program had influenced them to undertake."[48] A total of fifty-eight teachers answered the following questions:

| | YES | NO | NO ANS. |
|---|---|---|---|
| Do you feel workshop attendance was valuable to you? | 58 | 0 | 0 |
| Do you feel you received definite usable plans? | 54 | 2 | 2 |
| Are you using newspapers in classes this year? | 51 | 6 | 1 |
| The six subjects not using newspapers said that they wanted to but could not get a program started in time. The final question was: | | | |
| Do you plan to use newspapers in classes next year: | 57 | 1 | 0[49] |

After evaluation of the workshop reports and a review of the teachers' comments, agreement was reached to proceed with the program at a meeting of workshop directors, ICMA committee members, and Dr. Merrill Hartshorn in Washington, D.C., in November of 1958. L. N. Bittner, General Manager of Gannett Newspapers, also attended this conference representing the newspaper publisher level in coordination with the ICMA Committee.[50]

By January, 1959, the American Newspaper Publishers Association had agreed to sponsor the newly created Newspaper in the Classroom Program. Funds for the continuation of the Program were requested through subscription pledges from newspaper publishers and were obtained by L. N. Bittner, C. K. Jefferson and M. E. Fisher. The pledges covered scholarships for teachers of the newspapers' selection and provided sufficient surplus to defray the administrative expenses of the workshops.[51] The NIC Workshop Program was continued under the sponsorship of the American Newspaper Publishers Association in the summer of 1959 with 107 teachers in attendance at the three established workshops.[52] The

planning and administration of these workshops was under the auspices of the ANPA Newspaper in the Classroom Committee. The teachers attending the workshops were selected "by their local newspapers who sponsored them and came from the state where the workshop was held and from neighboring states."[53]

> Since 1961 the workshop program has been administered by the ANPA Foundation, an organization established by the publishers and owners of daily newspapers in the United States and Canada to conduct educational, information and scientific programs furthering freedom of speech and press.[54]

The purpose and goals of the ANPA Foundation are as follows:

> American Newspaper Publishers Association (ANPA) Foundation was chartered in 1961 "to encourage in the broadest and most liberal manner the advancement of freedom of speech and of the press in the United States in all aspects; the promotion of education, study and scientific research in all fields relating to the freedom of speech and of the press; and to foster such study and research by others... ."
>
> To these ends, the Foundation has three major program goals: 1. Develop informed and intelligent newspaper readers; 2. Develop and strengthen public understanding of the press and of freedom of speech and press; 3. Advance the professionalism of the press.
>
> The Newspaper in Education (NIE) program comes within the first Foundation goal. The Foundation serves as a nationwide coordinating agency for the cooperative effort of daily newspapers and schools in the United States and Canada to use newspapers as a tool of instruction.
>
> Individual newspapers provide copies of their paper to schools (usually at reduced rates), sponsor teacher training programs, offer teacher guides and instructional material and generally develop effective techniques for teaching about newspapers and for using newspapers to teach the regular curriculum.
>
> ANPA Foundation publishes instructional materials, serves as a consultant on the program to schools and newspapers, sponsors conferences for the development of NIE programs, and acts as a clearing house for interchange of NIE ideas.

> The goal of the ANPA Foundation Newspaper in Education program is to encourage the use of newspapers in education with the primary objectives of developing in young people:
>
> 1. a continuing desire and ability to read a newspaper critically and reflectively;
> 2. a concern for public issues and a motivation to involve themselves in our self-governing process;
> 3. an understanding of the role of a free press in our society.[55]

Continuing to work toward the attainment of their goals, ANPA sponsored ten regional newspaper conferences in the fall of 1965. The conferences were held in the following cities: Washington, D.C.; Cherry Hill, New Jersey; Boston, Massachusetts; Chicago, Illinois; Kansas City, Missouri; Houston, Texas; Atlanta, Georgia; Seattle, Washington; San Francisco, California; and Los Angeles, California. An eleventh conference originally scheduled for Columbus, Ohio, was not held due to a lack of participation.[56]

The objectives of the conferences were:

1. To inform key decision-makers, in this case, newspaper publishers and other top newspaper executives and school superintendents and other top educational executives, of the nature of the ANPA Newspaper in the Classroom Program and its education rationale, and to give some illustrations of what it has accomplished since its inception in 1954.

2. To open the channels of communication between newspaper people and educators.

3. To permit us to assess the attitudes of publishers and educators toward newspaper in the classroom programs.

4. To distribute materials which would stimulate increased interest and participation in the newspaper program.

5. To evoke discussion on the future of the ANPA Newspaper in the Classroom Program and to evaluate the role of the annual ANPA Summer Workshops.[57]

The ten conferences reached more than 112 newspapers and 335 individuals. Haefner pointed out that the statistics could be misleading and cautioned the reader to remember to take into account the importance, size, and circulation of the newspapers attending. Clarification of this statement was revealed through an example of the Houston Conference. Although only ten newspapers were in attendance at this conference, it was estimated that these ten represented 80% of the circulation of daily newspapers in the state of Texas.[58]

Dr. Haefner suggested several areas for future development of the ANPA's Newspaper in the Classroom Program. One suggestion included providing more assistance and guidance to newspapers and/or schools just initiating programs and to those involved in presenting in-service workshops and seminars.[59] Therefore, ANPA instituted a series of seminars for newspaper representatives in 1966. The purpose of the seminars was to aid newspapers in the development of local NIC programs.[60]

Another of Haefner's recommendations was fulfilled with the appointment of a full-time Director of Educational Services to the ANPA headquarters staff. Marvin Maskovsky, a former Connecticut teacher, was appointed to direct the educational services of ANPA in 1968.[61]

The development of top quality standardized tests to collect evidence on the success of the newspaper program was another of John Haefner's developmental suggestions. In 1968, the ANPA went to the Educational Testing Service, Princeton, New Jersey, to find

Diederich was assisted by Dr. Harry D. Berg, Office of Evaluation Services, Michigan State University. Mrs. Virginia Riggs of Ector High School, Odessa, Texas, headed the Teachers Advisory Panel which reviewed the test questions.

The production of two, four page, simulated newspapers (one for pretests, the other for posttests) was assumed by the ANPA Foundation. The tabloid sized newspapers each contained:

> . . . at least three items of local news and one of state, national, and international news; editorials on two of these imaginary events; a column of commentary on a perennial political issue; an editorial cartoon (but no comics); an opinion poll; a review of a play or art exhibit by local talent; a story of an event in which teenagers were involved; a sports story; a personal advice column; letters to the editor; news photographs and a few advertisements. Material that might be offensive to teachers, parents, and minority groups was avoided.[66]

During the summer of 1968, four teachers with experience in item writing were employed. These teachers produced approximately 700 questions about the simulated newspapers. In January of 1969, 400 of these questions were pretested in 60 junior and senior high schools in all parts of the country. For each newspaper class that was tested within a school, a control class of the same grade level with equal scores on reading comprehension tests, but without newspaper instruction, was tested.[67]

> Items selected for the senior high tests were answered correctly by an average of 66 percent of the senior high newspaper students and 57 percent of the control students. For junior high tests the corresponding figures were 51 percent of the junior high newspaper students and 44 percent of the control students. . . .
>
> Every item used in the published tests showed an advantage of newspaper students over control students. Hence it can be asserted that the tests measure something attributable to newspaper training - not to general intelligence, reading ability, home background, or

ways to measure the attainment of the NIC Program's common objectives. The common objectives were:

1. Competence in reading newspapers.
2. Understanding the role of newspapers in a free society.
3. Interest in what is going on and in what people say about it.[62]

Objective number one suggested a test based on simulated newspapers, similar to daily newspapers in all respects except length and coverage of events that could be dated. It was decided that the events contained would be imaginary but of a kind that might occur at any time. Another decision reached was that the simulated newspapers would be written by skilled journalists in the style of the best daily newspapers.

The second objective suggested measurement by test questions "dealing with the rights and responsbilities of the newspapers, their reasons for publishing the various types of articles, the credibility of their reports, the possibilities of distortion or suppression, and the like.[63]

It was concluded that the third objective could not be tested at all in a test based on simulated newspapers, but that "more direct evidence might be supplied by teacher-made tests on events treated in the local newspaper during the period of instruction."[64]

The guidelines were adopted and ANPA contracted for a $30,000 testing program with the Educational Testing Service for the development of a newspaper test for junior and senior high schools.[65]

Dr. Haefner headed the Test Development Committee and Dr. Paul B. Diederich, Educational Testing Service, served as the test editor.

> access to other media. This claim is supported by a classification of the published items in 28 types of competence. . . .[68]

The ANPA Foundation Newspaper Test was given to 1,300 students in and nearby the cities of Charlotte, North Carolina; Peoria, Illinois; and Fort Worth, Texas. Nine thousand junior high and four thousand senior high school students were included in this sample. The classes utilized in the study were comparable in every way except in their systematic use or nonuse of daily newspapers in the classroom.

Two forms of the test for junior high and two for senior high were utilized. Each test form contained thirty four-choice questions on the articles contained within the simulated newspapers which were read by the students and referred to during the test. The test results showed a consistent superiority of newspaper classes from the bottom to the top of the scale in both junior and senior high schools.[69] Thus, these tests demonstrated that students at the junior and senior high school level showed gains in essential skills as a result of instruction in newspaper use.

In reference to the test results, Dr. Paul Diederich stated:

> Although these results are encouraging, it remains a matter of grave concern that in regular classes the score nearest the national average, was 15 right (out of 30) in junior high schools and 18 right in senior high schools. The test questions were not designed to be hard. They were written and reviewed by teachers with the idea that anyone who understood the article should be able to answer the questions. How safe is the country in the hands of people who--roughly speaking--understand only 50 to 60 percent of what they read in newspapers? Some efforts to improve this showing is clearly needed.[70]

While the ANPA Newspaper Test was being developed, the interest in helping the schools continued to grow among newspapers and many of these newspapers began to hold their own local workshops. By 1969, there were twenty-one summer workshops being held at universities throughout the United States, in addition to the workshops sponsored by the American Newspaper Publishers Association.[71]

Also during this time, the Foundation was working on still another area of need pinpointed by Haefner. ANPA was devising a program to reach the "middle men", that is, educators falling between the top administrative level and classroom teachers. The Foundation established three-day Curriculum Conferences which were held immediately prior to the established ANPA Newspaper in the Classroom Workshops in the summer of 1970. These conferences were designed to help schools and their cooperating newspapers develop a system-wide Newspaper in the Classroom Program. The conferences focused "on the broad concepts of how and where the use of the newspaper will fit into the curriculum."[72] Guidelines and ideas were presented for conducting local in-service workshops and the development of local teaching guides and materials. The Curriculum Conferences were "geared for curriculum coordinators, consultants, supervisors, assistant superintendents of instruction, school principals and department heads."[73] These Curriculum Conferences were expanded in 1972 to three Regional Curriculum Workshops which were held at Stanford, Memphis State, and Temple Universities.[74]

Another area of Haefner's concern was the need for experimental control studies to provide empirical evidence of the results of newspaper programs. Since 1971, research on the use of the newspaper as a teaching tool has increased with a majority of the research being conducted in the area of reading skills.

Probably one of the most well known studies was an experiment conducted at the W. J. Maxey Boys' Training School at Whitmore Lake, Michigan. Daniel Fader had obtained a grant from the United States Office of Education to test his theory that textbooks were a symbol of failure to many students and that reading material should be used "that fights for life on the open market: newspapers, magazines, paperback books."[75] Fader had the study conducted by Dr. Elton B. McNeil, University of Michigan psychologist. The boys at the Maxey school were compared to a matched group at another correctional school which had not been exposed to Fader's method of teaching.

> At the end of the testing period, the control group . . . had fallen back in their capacity to use language. At Maxey, on the contrary, the boys showed a 20-percent improvement in the length of words they could compose from a set of letters. Their capacity to absorb a paragraph's meaning showed twice as much progress as the control group.[76]

A Title I Reading Project, conducted in Ector County Independent School District, Odessa, Texas, involved two junior high schools and a total of 178 seventh grade students and 186 eighth grade students. The program was designed to overcome the students' set of negative attitudes toward the reading process. The Nelson Reading Test, 3-9, Form A and B and the ANPA Foundation Newspaper

Test, J-1 and J-2 were used in the study. The results indicated that seventh grade students showed an average gain of 2.37 months for each month of instruction. This gain was six times greater than the state average of a .4 month gained per month of instruction for seventh grade Title I Reading Programs, 1970-71. "Eighth grade students showed a gain of 2.12 per month of instruction against a state-wide average for 1971-72 of .7 month, slightly over three times as great."[77] The ANPA Foundation Newspaper Test also revealed percentage gains in correct scores between regular classes and newspaper classes.

Dr. Edward F. DeRoche reviewed several selected studies and reports on the use of the newspaper to teach reading. He reported the gains of students in studies conducted in Granite City, Illinois; Rochester, New York; Chicago, Illinois; Washington, D.C.; Santa Monica, California, and Hancock and Wilkes Counties, Georgia.[78]

Results of the Chicago study were reported by Yamakawa and Schuster. During a six week summer reading course with forty hours of instruction by an inexperienced reading teacher and including the use of the newspaper, the students showed an increase of 1.85 in paragraph comprehension and a total increase of 2.03 from pretest to posttest. The Nelson Reading Test was used for the study.[79]

The Granite City experiment reported by Al Wilson utilized the SRA Achievement as a posttest only. The experimental and control groups were obtained by a random division of the total

number of sixth grade students. The control group utilized the textbook exclusively, whereas the experimental group used the newspaper as a basic text and as a supplement to the regular textbook. The control group of students had an average achievement level of 5.3 whereas the students in the newspaper group had an average achievement level of 5.4.[80]

The Washington, D.C. study directed by Kay Lumley, director of the D.C. reading clinics, reported that the reading levels of 743 thirteen-year-olds were raised an average of more than one year after using magazines and newspaper clippings in seven reading centers. "At one center, two-thirds of the students raised their reading levels more than one year, ten gained two years, and two children gained more than three years."[81]

The Gates Reading Survey and the California Achievement Test were utilized in two English classes at Garfield Continuation High School in Santa Monica. Eighty students in grades eleven and twelve were tested in reading and social sciences. The students were divided into three groups; two groups used the daily newspaper while one group was taught as a conventional class. The results on both tests showed that the two experimental groups made greater gains in reading scores than did the control group on the posttests.[82]

The Rochester study involved 300 disadvantaged students in grades four, five and six who participated in an experimental reading program. These students received a daily newspaper for 120 of the 184 days in the school year. The Durrell Analysis of Read-

ing Difficulties was used for the pretests and posttests and the results showed a seventeen month gain in seven months for fourth grades; a seventeen month gain in seven months for fifth grades; and a twenty month gain in seven months for sixth graders. The ANPA Foundation Newspaper Test, Junior High Forms, were administered to seventy-four of these same students. Two-thirds showed a gain in newspaper reading comprehension.[83]

The study conducted by Charles Berryman involved a ten week period of newspaper instruction in grades four through seven. The ANPA Newspaper Test and a standardized reading test were used. Significant gains in general reading skills and in newspaper reading skills resulted.[84] An additional point on the foregoing Berryman study should be pointed out. The ANPA Newspaper Tests were designed for junior high and senior high school students. "These junior high tests were given because tests of this nature specifically designed for elementary students do not exist. Some items created a conservative bias; that is, they appeared to result in an underestimation of student achievement."[85] Still the results revealed that "fourth graders were better newspaper readers after instruction than were seventh graders prior to instruction. Reading gains in ten weeks for many students appeared to approximate those normally attained in a full school year."[86] It was further noted that all students participating in the project "read at levels substantially below national reading norms", yet these "project students as a group learned to use newspapers significantly more effectively."[87]

A second study reported by Berryman in Wilkes County, Georgia, involved the testing of all fourth to sixth grade students in the county. The ANPA Newspaper test was used for pretests and posttests with nineteen of twenty classes showing gains. Students with the highest prior reading abilities attained the most significant gains. The top level readers in grades five and six neared the scores attained by the average high school student.[88]

Berryman's third study with poor readers in junior high school revealed that thirteen out of sixteen classes scored significant gains on the ANPA Newspaper Test. Although these seventh and eighth grade students remained below national expectations in newspaper reading skills among students receiving newspaper instruction, their scores were not nearly so far below as were their scores in general reading skills.[89]

Rosemary Wohlfort used the Flanders Interaction Analysis Scale to test the hypothesis: There is a significant change in the classroom verbal participation of students when the newspaper is used as an instructional medium. Three experimental groups were utilized: one experimental group used newspapers as a supplemental aid; one used newspapers as the only instructional material and a control group used no newspapers in the classroom. Each of the three groups included: one reading class, one class each in English, math, and social studies. All eight classes with the two experimental groups showed an increase in proportion of student verbal participation after the introduction of the newspaper as a

supplemental aid or as a text book. The experimental group which used a combination of newspaper and text increased the most in student verbal participation. Wohlfort concluded that there was a significant change in verbal participation of students when the newspaper was used as an instructional tool.[90]

Betty Norman conducted a similar study, based on the hypothesis that significant changes would occur in classroom verbal participation of students when the newspaper was used as an instructional medium. The results of the study supported the hypothesis and Norman concluded that "the daily newspaper has demonstrated its flexibility and potential as an instructional tool capable of motivating and facilitating active student participation in the learning process."[91]

In the area of social studies the effectiveness of the newspaper as a teaching tool was studied by the Houston Chronicle under the supervision of Dr. Lois Avery. Ninety-one students, including fifteen adults, were tested and the posttest mean scores for the newspaper groups were higher than the posttest mean scores attained by the control groups.[92]

In 1975, Berryman and Dotson conducted a study using newspapers in a remedial reading course at Georgia Southern College. Twenty-six students in remedial reading during the winter quarter served as subjects. These students has scored below 650 on the combined SAT scores, had a mean score of 42.65 on the College Guidance Placement test, were at the high school sophomore reading level as a group on the Nelson Denny Reading test, and had a

mean score of 16.39 on the pretest administration of Form S-1 of the ANPA Newspaper Test. The use of daily newspapers in a modular program developed by Berryman was used.[93] The newspaper reading program consisted of approximately eleven hours of instruction. Form S-2 of the ANPA Newspaper Test was administered resulting in a posttest mean of 20.69. A value of 8.18 was produced through the use of a *t* test for significance of gain between correlated means which was found to be significant at the .0001 level. Berryman further stated: "For whatever reason, when using newspapers in the classroom in Georgia schools, Black students ordinarily score lower on the pretest than white, gain more, and do not differ significantly from whites on the posttest."[94]

A new experimental project was begun in Durham, North Carolina, in the fall of 1976. Newspapers were an important part of this project which was funded with a $130,000 federal "Right to Read" grant. The California Reading Test was used at the beginning of the year to test all first graders. Of these students, 85% scored below the national reading program.

Dr. Anne Adams, reading specialist at Duke University, created the program of instruction that was utilized in the Durham project. The program required each first grade teacher in the project to devote at least one-half day to reading and writing instruction. Five 30-minute segments which utilized each of the following five basic reading instruction techniques were used: (1) phonics (2) language experience (3) informational reading (4) word patterns and (5) recreational or independent reading.

Students selected their own reading materials from the materials available in the classroom which included newspapers, magazines, comic books, catalogues, telephone directories, and library books.

The Comprehensive Test of Basic Skills was used at the conclusion of the school year and both the experimental group and the control group scored above the national average. The experimental group ranked in the 74th percentile which was 24 points above the national average while the control group was in the 58th percentile. The national average was the 50th percentile.[95]

Thus, the research that Haefner specified as being needed has been started and continues to grow.

Today, the Newspaper in Education Program has grown to include more than five hundred daily newspapers and thousands of United States and Canadian schools which are using the newspaper as a tool of instruction and are working in a cooperative effort for better education.

The ANPA Foundation's most "Current List of Credit-Granting NIE Courses and Workshops: 1976" lists a total of ninety-eight colleges and universities in the United States currently offering Newspaper in Education courses and workshops. Forty states are represented in the listing. Illinois has the most institutions offering courses with a listing of nine colleges and universities. California and Texas follow with a listing of eight institutions each.[96] The NIE Program has grown but still only covers approximately ten percent of the nation's schools.[97]

However, a recent study conducted by Belden Associates surveyed college students on twenty-two campuses and found that 87.6% of these students were regular readers of their college newspapers but only 58% said they read their daily metropolitan newspapers in the last week.[98] Leo Bogart, executive vice president and general manager of the Newspaper Advertising Bureau, had stated that: "Young people are not only below average as newspaper readers, they are below average as viewers of television news."[99] Bogart commented further that the daily newspapers were not attracting the readership of this group after they left college any more than they did while the students were attending college.

Thus, a growing concern was being voiced regarding readership problems. Therefore, the Newspaper Readership Council was formed and first met on April 6, 1977 in Washington, D.C. to establish committees "to study, recommend and monitor future Project efforts to enhance newspaper readership and circulation."[100]

The Newspaper Readership Council will serve as the guiding body for the newly formed Newspaper Readership Project. This Council is composed of senior representatives of sixteen national newspaper professional organizations and its co-chairmen are Otto A. Silha, chairman of Newspaper Advertising Bureau and Joe D. Smith, Jr., chairman of ANPA.

The Council designated four committees for the project: Research; Training; Equipment and Systems Development; and Promotion, Public Relations and Newspaper in Education. The Newspaper Readership Project was funded from the regular budgets of the partici-

pating organizations and by pledged contributions by several hundred newspapers.[101]

Judith Hines, Educational Services Director of the ANPA Foundation, discussed the ramifications of the three year Newspaper Readership Project for the Newspaper in Education Program in an interview conducted by the writer in August of 1977. Hines stated that the funds of the total Project amount to over a million dollars a year for the three years and that a portion of these funds will be utilized to survey readership statistics. "They want to insure, as the NIE Program does, that when they go through the process of acquainting children with the newspaper that they will read them later on."[102]

According to Hines, special monies have been allotted for promoting Newspaper in Education which will be used in various ways. A film is currently being planned for children and young adults which will acquaint the viewer with what is contained within a newspaper and how much the newspaper can support a person in his or her everyday life. A considerable amount of money will go into concentrated and organized research, including a survey of how a number of NIE Programs are working throughout the country. According to Hines, it is hoped that some longitudinal studies will be begun that will continue for longer than three years.

Many of the questions that are now being asked are not new. The Newspaper in Education Advisory Committee, which helps to guide the direction of the NIE Program of the ANPA Foundation, had already outlined the need for the creation of a standard test-

ing design that could be utilized by all newspapers and had begun plans for a longitudinal study on the effects of the newspaper as an educational tool. The committee had also recommended that the instrument be designed by an outside independent research group. In addition, internal or industrial research had been suggested by the committee.

Since the ANPA Foundation had been allotted approximately $10,000 for the implementation of Phase I, which included the planning and initiation of these studies, it is obvious that the combined efforts of the Newspaper Readership Project is looked upon with appreciation and excitement. Hines reiterated several times that while the ANPA Foundation was very hopeful of attaining answers to the questions regarding the effect of newspapers as a teaching tool that the Foundation fully realizes the possibility exists that the questions may be unanswerable.

The formation of the Newspaper Readership Project marks the first combined effort on a national level, and according to Hines, it is hoped that editors, circulation managers and promotion managers at the national and local levels will work together with the researchers to learn what is needed to create newspapers that will fulfill their job in the twentieth century and to get ready for the twenty-first century.[103] This, she says, is the overall objective of the Newspaper Readership Project and project director Leo Bogardt has been a strong spokesperson for both the combined effort involved in the study, and for its objectives.[104]

We see, then, that the development of the Newspaper in Educa-

tion Program in the United States and Canada has had a steady growth over the past nineteen years. The promoters have become aware of the pitfalls and the disappointments common to all new programs, but have continued to work to promote the program both because of their belief in it, and because of the glimmers of success that have been achieved. At the present time, the Newspaper in Education Program promoters and the educators using the program hopefully state: "What's past is prologue."[105]

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## PREFACE

The aim of this booklet is to provide a history of the development of the Newspaper in Education program and the aims and purposes of the program.

I wish to express my sincere appreciation to all the individuals cited in this study. Without the aid of their records, comments and time, this study would not have been possible.

Special acknowledgment goes to Dr. John Haefner who so graciously supplied a majority of the information.

M.C.S.
1978

# HISTORY OF THE MARYLAND NEWSPAPER IN EDUCATION PROGRAM

By

Marlene Stone Cowan

AMERICAN NEWSPAPER PUBLISHERS ASSOCIATION

## HISTORY OF THE MARYLAND NEWSPAPER IN EDUCATION PROGRAM

Study turned into action with the formal offering of the Newspaper in the Classroom in a Free Society Workshops at the national level in 1958. Concurrently, an embryonic idea was starting to develop in Baltimore, Maryland.

Mr. Herb Reynolds, Circulation Manager for The Sunpapers, had been involved with the planning of the national NIC Program through his participation in the International Circulation Managers Association. Reynolds, a strong supporter of the NIC Program, approached The Sunpapers publisher and other staff members and presented the goals and objectives of the Program.[1] Through his efforts, a conference and several additional meetings were held, at which it was decided that the newspaper would sponsor a teacher to attend one of the first national NIC workshops. Dr. Claire Eckles was selected to attend the Newspaper in the Classroom Workshop being offered at Syracuse University in 1958. Through this workshop, Dr. Eckles became interested in the NIC Program, believing that the Program would benefit the students in the Baltimore area. Therefore, upon her return from the NIC Workshop, meetings were scheduled for the planning of the first Maryland Newspaper in the Classroom Workshop. Dr. Eckles then

developed the first brochure, obtained mailing lists, and enlisted the aid of local educators to plan this first workshop with newspaper personnel from The Sunpapers, and from the News-Post and Sunday American.[2]

The first Maryland NIC Workshop was held in August of 1959 and was sponsored by the Baltimore Sunpapers, the Baltimore News-Post, public schools of Baltimore city and five surrounding counties, Catholic schools of the Archdiocese of Baltimore, and the Private Schools Association of Baltimore. Seventy teachers attended the conference, which consisted on one week of meetings, from 9:00 a.m. until 12:00 noon. The newspapers donated free newspapers for the Workshop and arranged for speakers from the industry.

During the early 60s, The Sunpapers continued to sponsor one to three educators a year to the national NIC Workshops. The total expenses of these educators were paid and the educators were under no obligation to the newspaper for any additional services. Fortunately, many of the educators returned to Baltimore with the motivation and dedication to strengthen and expand the Maryland NIC Program. Mr. Harry Bard, Baltimore Junior College, (now deceased) was one of the educators who worked diligently for many years to promote and expand the NIE Program. According to William Bernard, Sunpapers public relations director, Bard and Eckles joined forces and wrote a book containing ideas for the use of the newspaper as a teaching tool, which was published by The Sunpapers.[3] (Although a search for a copy of this text was

made at each of the local newspapers, the various Baltimore libraries, and the Towson State University Library, no copy could be located.)

Harry Bard also co-authored a pamphlet with Howard H. Cummings, U.S. Office of Education, entitled How to Use Daily Newspapers. The pamphlet was published by the National Council for the Social Studies in their how-to-do-it series. The pamphlet presented news maps, news broadcasts and bulletin board suggestions for use with the newspaper as well as numerous ways for using the newspaper to teach social studies, citizenship, government, and critical thinking.

The sponsorship for the second Maryland NIC Workshop maintained the same format as the first, and was held in November of 1960 with 150 Maryland teachers attending. Newspaper personnel participating in the sessions included Philip S. Heisler, Harold Williams and David Culhane of The Sunpapers and Sterling Noel, Edward Ballard and Charles Carson of the News-Post.[4]

Attendance for the Third Annual Newspaper in the Classroom Workshop increased; a total of two hundred teachers participated and the half-day, one-week format was maintained. NIC Workshop promoters believed that this Workshop represented a big step forward in the expansion of the NIE Program. In 1961, for the first time, the Baltimore City School System allowed the teachers "one in-course credit"[5] for completing the workshop. In addition, more newspapers in the State and more newspaper personnel had become involved in the workshop as speakers for various sessions. News-

paper personnel, in addition to those participating in previous workshops, included: Paul Moore, Howard Norton, Charles Whiteford, Janetta Ridgely and Howard Baetjer, The Sunpapers; Lou Azrael, James Mulligan, Neil Swanson, News-Post and Sunday American; Gertrude L. Poe, Laurel News-Leader; C. W. McKay, Baltimore Afro-American; E. M. Jackson III, Annapolis Capital-Gazette; Oscar Morris, Salisbury Times; Frank Strickland, Towson Jeffersonian; and Ray Hamby, Maryland Press Association Manager. The program also included: Mary Anne Meannes, White House Correspondent for Hearst Headline Service, Ray E. Hiebert, Assistant Professor of Journalism, American University[6] and Max Fullerton, Chief of the Associated Press.[7]

Miss Dorothy Kell, Supervisor of Secondary English, had attended one of the national NIC Workshops under the sponsorship of The Sunpapers and worked with Dr. Eckles and Harry Bard in planning both the Third and Fourth Annual NIC Workshops.

Newspaper personnel were also working on ways to improve the local NIC Program. Howard Baetjer of The Sunpapers had learned of a local program being conducted in Kansas City, Missouri, by the Kansas City Star. Baetjer traveled to Missouri to discuss their program and to exchange ideas with the newsmen.[8] The ANPA Foundation was sending out ideas which they had received from other NIC Workshops. The NIC Program was never subjected to competition. The various newspapers throughout the United States worked in cooperation in their endeavor to accomplish the goals set for the Newspaper in the Classroom program.

The enrollment for the Fourth Annual NIC Workshop (1962) was 207 teachers. No records of any type could be located for the 1963 NIC Workshop, but if the dating on the covers of the workshop programs in later years was correct and the memories of the individuals interviewed was accurate, an NIC Workshop was held in that year. It was also ascertained that during 1963, Program promoters were discussing further expansion of the Program and possible ways to obtain graduate credit for the participating teachers.[9] The Maryland Press Association (MPA) and its member newspapers agreed to co-sponsor the Maryland NIC Workshop with the State Department of Education. It was decided that the workshop would not be held in 1964, but that the time should be used for development purposes and for working out a method for securing college credit for the participants.

The co-sponsoring organization, MPA, was "founded in 1910 as a professional association of newspaper publishers with the purpose to create programs dedicated to the betterment and improvement of the newspaper profession which would serve the member publishers collectively."[10] In 1961, the Association's name was changed to Maryland-Delaware Press Association which allowed newspaper publishers in the state of Delaware to become members. The Association's name was changed again in 1969 to include publishers in the District of Columbia. Thus, the current name of the Maryland-Delaware-D.C. Press Association was derived.

Mr. Ray Hamby, Manager of the Maryland-Delaware Press Association, accepted the responsibility of locating a capable person who

would direct the NIC Program and be able to accomplish the proposed expansion and college credit plans.

Hamby contacted Vernon Wanty,[11] Assistant Professor of English and Journalism, Towson State College,[12] to ascertain whether he would be willing to develop a more extensive Newspaper in the Classroom Program. Wanty, a former weekly newspaper editor who had also taught journalism at Michigan State University and Westminster College, Pennsylvania, was an advocate of the use of the newspaper as a teaching tool; therefore, he willingly accepted the challenge.

Wanty began his task by presenting to the Towson State College curriculum committee a proposal for an NIC Program Workshop to be offered through the Department of Education. The proposed two-week course delineated forty hours of instruction with three graduate or undergraduate credits offered for the completion of course requirements. The prerequisite for the course specified a college degree or equivalent, or consent of the workshop director.[13] The course was approved as submitted. Wanty then began discussions with various State Board of Education Administrators presenting each administrator with a copy of the course syllabus for the NIC Workshop. Acceptance of the course for teacher certification was obtained.

Thus, Vernon Wanty directed the first Maryland NIC Workshop for college credit on July 26-August 6, 1965. This workshop was co-sponsored by the College, the Maryland State Department of Education, and the Maryland-Delaware Press Association and member newspapers.[14]

The workshop was designed primarily "to provide public school teachers with background information about newspapers so that they may better encourage pupils to become informed through the mass media and develop intelligent opinions on current affairs."[15] The press release for the Workshop stated:

> Participants will have a chance to:
> 1. Attend lectures and discuss problems with outstanding practitioners on the use of the newspaper as a teaching aid.
> 2. Visit sources of news such as local, state, and national government offices.
> 3. Take part in discussion groups where they will have opportunity to determine the best ways of using the knowledge they acquire.[16]

Speaker participants in the 1965 Workshop included senators and representatives; religious, educational, and labor leaders; representatives of the foreign press and key personnel from Maryland publications. Field trips for the course included a tour of the Tri State Publishing Co. in Elkton, Maryland, to study an offset printing operation; and a visit with George Ready, Presidential Aide, in the White House Press Room.[17] Seventy-nine teachers enrolled in the 1965 Newspaper in the Classroom Workshop[18] at a cost of $15.00 per credit hour plus a $5.00 enrollment fee.[19]

During the academic year 1965-66, Wanty was appointed Chairperson of the Speech and Drama Department at Towson State College and the NIC Workshop and all journalism courses were placed under this Department. With this increased job responsibility, Wanty asked Professor Marlene Stone to become the assistant director for the 1966 NIC Workshop.

Stone took over the directorship of the NIC Workshop in 1967

as well as becoming Acting Chairperson of the Department when Dr. Wanty accepted an appointment as Dean of Instruction, Middlesex Community College, N.J. Ms. Stone requested that Professor Phyllis Bosley serve as assistant director of the Workshop.

During the years 1965-68, the workshop participants rated the field trips to Washington, D.C. very highly on the course evaluations. The full day field trip consisted of a tour of the White House, lunch in the Senate dining room, talks by the Maryland Congressional Delegation in the Senate Office Building, and a session in the White House Press Room with the Press Secretary to the President. These field trips were underwritten by The Sunpapers, News-American, Afro-American, and the MDPA. It was with regret that these field trips had to be terminated after the 1968 Workshop, since Federal Government security clearance for each teacher could not be accomplished quickly enough to accommodate the two-week format of the Workshop.

The NIC Workshop's program began to undergo other changes during 1969. More and more educators, presenting practical demonstrations on the use of the newspaper as a teaching tool, were scheduled for the Workshop program. By 1978, practical demonstrations on the use of the newspaper in the classroom comprised 85% of the total Workshop program. The other 15% was allotted to background information on the newspaper industry and the role of the press in a free society.

While the Baltimore Newspaper in the Classroom Program was coming of age, another NIC Program was instituted in 1961 by the

Herald-Mail Company in Hagerstown, Maryland. This program was started due to the concern and energies of Mr. Wayne Powell of the Herald-Mail Company and Mr. Frank Schurz, publisher. Their concern was

> . . . over the potential lack of newspaper readership by elementary and secondary students in the Washington County school system. The school system had received a million dollar grant from the Ford Foundation to place television sets in all the classrooms throughout the county and planned to televise several hours of programs each day into each classroom.[20]

Mr. Powell and Mr. Schurz both agreed that positive steps were needed to make newspaper reading a part of the school curriculum as well as television viewing. They discussed the problem of the obvious loss of reading habits for either newspapers or books, when the potentiality existed of each student spending five to ten hours each day in front of a television screen either at school or at home.[21]

Therefore, Mr. Powell presented his argument to the local school administrators and found them in complete agreement. Powell stated that while the school administrators "felt the television in the classroom would be a tremendous advantage in the educational process, they, too, had fears of a lack of time for reading and, therefore, welcomed our program."[22]

The basic approach of the program was structured "to tell the students what the newspaper was, what it should be expected to do and what it should not be expected to do."[23] Teacher manuals and workbooks for the students were supplied by the Herald-Mail at no charge. One newspaper for each student and teacher was supplied

for each day of the ten day unit also free to charge. Mr. Powell visited the classrooms on the last day of the Program and offered a current events test at the conclusion of the class. Students who scored reasonably well on the test were given a small pocket card in order to give the student some type of recognition. Although Wayne Powell did not personally hold a high opinion of the pocket card, he related that he met a young couple when he was living in Bloomington, Indiana, five years later. The wife produced one of these cards that he had signed five years earlier. Mr. Powell stated: "I was very impressed."[24]

In 1961, slightly less than one thousand students in four Washington County schools participated in their Newspaper in the Classroom Program. The Program was offered primarily at the ninth grade level, but permission was granted for usage in any grades from six to twelve. According to Mr. Powell, "The program was a smashing success thanks largely because of the strong support by the school administration."[25]

In 1966, the newspaper expanded their Newspaper in the Classroom Program to include slow learners and lower grade levels. Two sets of booklets were instituted, the regular booklet and a less difficult unit for the younger or special education students. The newspaper anticipated the possibility of students being mixed within the same classroom and used like covers on the booklets, but with the content being simpler in the one set. The teacher guides, of course, were different.

Ms. Suzanne Yates was Powell's secretary and Program Coordin-

ator at the start of the NIC Program and continued the Program as Community Services Director when Mr. Powell left Hagerstown to become publisher and editor of The Evening Sentinel, Carlisle, PA.

The present Herald-Mail Company NIC Program consists of four booklets, one designed for grades 6-7, one for grades 8-9, one for grades 10-11 (a writing course), and one for grades 11-12. These booklets have been utilized in reading, social studies, journalism and English courses. The booklets are lap type and require no teacher guide. Ms. Yates comments that the slow learner has greatly benefited and that the youngsters are elated with the Program.[26]

Currently participating in the Herald-Mail NIC Program are schools in: Berkely, Jefferson and Morgan Counties, West Virginia; Franklin and Fulton Counties, Pennsylvania; and Frederick and Washington Counties, Maryland. The newspaper has also held local workshops for their teachers and have sponsored several teachers to accredited Newspaper in the Classroom Workshops.

The Herald-Mail NIC Program "grew from less than 1,000 in 1961 to more than 7,000 in 1969. The Program leveled off around 7,000 and remained there through 1975."[27] The booklets are still provided by the newspaper at no cost to the students or teachers, but it became necessary to charge 7.5 cents per copy for the newspapers during the 1976-77 school term because of the rapidly rising cost of newsprint.[28]

Another segment of the Maryland Newspaper in Education Program was begun in 1972. After fourteen years of summer school

geared to teaching teachers how to use newspapers as a "living textbook," promoters believed that "it was time the Maryland-Delaware-D.C. Press Association went to the curriculum specialists in the State with the NIE message."[29] Mr. Milton Velder, Education Department, Towson State College, served as the director of the first Newspaper in the Classroom Curriculum Development Conference (NCCDC) held on October 30-November 1, 1972 at Port Deposit, Maryland. Educators were given a condensed version of the summer workshop and experts explained the source of funds for the purchase of reading skills instructional aids through regular school funds as well as through Title I and Title III budgets. Letters of invitation were sent to the curriculum specialists in the state for the conference and the attending educators were hosted at the retreat by the newspapers. The conference was co-sponsored by the Maryland-Delaware-D.C. Press Association and Towson State College.[30]

In 1972, Professor Phyllis Bosley, Communication Arts & Sciences Department, Towson State College, replaced Milton Velder as director of the Conference which was again held at the Port Deposit retreat, as was the 1973 Conference. Once again the newspapers paid all expenses and room and board for the educators.

In 1974, the Conference was moved to the Baltimore area for the travel convenience of the attendees. The target audience for the 1974 Conference consisted of the State Superintendent of Schools, his assistant, regional coordinators and assistant state superintendents.

The 1975 Conference was designed once again for the curriculum specialists. The first day was designated for elementary level and the second day for secondary level.

Functional reading and teaching methods were the theme of the 1976 Conference which was geared toward curriculum specialists in Baltimore County working in those areas of expertise. The 1977 Conference maintained the same theme, but the target audience became the curriculum specialists in Baltimore City with the specialists from the city taking a very active part in the program planning and in the program presentation.

A third segment of the Maryland NIC Program was the development of in-service courses which began in 1974 due to the efforts of Mollie Harrington Dugan, Educational Services, The Sunpapers. It was established that in-service credit toward teacher certification could be obtained and could be credited through Loyola College in 1974 and through Loyola or Western Maryland College in 1975. Ms. Dugan was also responsible for the development of the Anne Arundel County NIC Workshop started in 1975. Another in-service course was established for Anne Arundel County in 1977 by Gerald Smolinski, Sunpapers Educational Coordinator and former teacher, titled Utilizing The Newspaper in the Regular Classroom K-12. Three in-service credits were allowed for the completion of the course.

NIE Program promoters were exceptionally pleased in January of 1975 when Mr. Thomas Kinkaid, General Supervisor, Washington County School System, Board of Education, contacted the Maryland-

Delaware-D.C. Press Association for additional NIC Program materials and possible educators to speak and work in cooperation with the personnel from the Herald-Mail, Hagerstown, Maryland, to present a fall NIC Conference for teachers in Hagerstown and the surrounding area.[31] This venture represented a combining of efforts within the state.

The MDDCPA also aided The Sentinel, Rockville, Maryland, a weekly newspaper by sending NIC Program materials. Joyce Siegel, The Sentinel, developed curriculum guides for use with each issue of the newspaper. These guides were utilized in the classrooms in Prince George's and Montgomery Counties. Ms. Siegel also developed and began offering an in-service course for credit in Prince George's County in 1976.[32] Thus, another combined effort was produced to expand the Maryland Newspaper in Education Program.

"During the past ten years--1967-77--participating newspapers and the Maryland-Delaware-D.C. Press Association have invested in excess of $20,000 in the program in addition to staff time, free advertising, and promotional costs and hand-out materials."[33] Towson State University has paid the consultant fees and travel expenses, and the honorariums for the discussion leaders totaling approximately $2,000 per year. The director's and the assistant director's salaries have been paid by Towson State in addition to this amount until 1976, when an assistant director was no longer utilized due to financial cutbacks.[34] The NIE Program promoters of both professions, industry and education, firmly believe that the financial expenditure has been justified. What the lasting

effects of the NIE Program will be in future years remains to be seen, but the promoters are committed to study, research, and testing that will provide an answer to the question.

In summary, then, the first national NIE workshops were held in 1958; and the first NIE workshop in Maryland occurred one year later, in 1959. Maryland was one of the first states to join in the program. Beginning in the Baltimore area, these workshops continued until 1963 as a largely voluntary effort on the part of the Baltimore area newspapers and several area school systems. The Baltimore City School System allowed in-service credits from 1961-1963; and, after 1965, college credits were available through Towson State University. Beginning in 1961, a second NIE Program was begun in the Hagerstown section of the state, under the joint auspices of the Herald-Mail and several of the school systems of surrounding Maryland, West Virginia, and Pennsylvania. Today both programs flourish, as well as local school in-service programs in several counties. College credit workshops are now available at Towson State University and Western Maryland College. In addition, college credit for in-service courses may be obtained through Loyola College. In-service credit toward teacher certification is granted through all three institutions.

## FOOTNOTES

[1]Telephone interview with Herbert Reynolds, Circulation Manager, The Sunpapers, 25 July 1978.

[2]Telephone interview with Claire Eckles, Professor, Harford Community College, 19 October 1977.

[3]Personal interview with William Bernard, Public Relations Director, The Sunpapers, 20 July 1978.

[4]"Teachers Attend Newspaper Workshop," Maryland Press Association News, October 1960, p. 4, col. 1.

[5]"3rd Workshop For Teachers," Maryland Press Association News, August 1961, p. 5, col. 3, hereafter cited as "3rd Workshop for Teachers."

[6]Dr. Raymond Eldon Hiebert is currently Dean of the College of Journalism, University of Maryland, College Park, Maryland.

[7]"3rd Workshop for Teachers," p. 5, col. 3.

[8]Telephone interview with Howard Baetjer, formerly with The Sunpapers, 20 September 1977

[9]Personal interview with Raymond Hamby, Manager, Maryland-Delaware-D.C. Press Association, 18 August 1977.

[10]Raymond Hamby, interview.

[11]Dr. Vernon Wanty is currently President of Essex Community College, Baltimore, Maryland.

[12]Towson State College received university status in 1977.

[13]Personal interview with Dr. Vernon Wanty, President, Essex Community College, 17 August 1977.

[14]"Credits Offered For Newspaper Workshop," Maryland-Delaware Press Association News, June 1965, p. 1, cols. 2-3, hereafter cited as "Credits Offered."

[15]"Newspaper In Classroom Workshop Scheduled," Maryland-Delaware Press Association News, April 1965, p. 1, cols. 2-3, hereafter cited as "Workshop Scheduled."

[16]"Workshop Scheduled," p. 1., cols. 2-3.

[17]"Credits Offered," p. 1, cols. 2-3.

[18]Towson State University, "Official Class Roster - 1965."

[19]"Workshop Scheduled," p. 1, cols. 2-3.

[20]Letter received from Wayne Powell, 14 October 1977.

[21]Letter received from Wayne Powell, 14 October 1977.

[22]Letter received from Wayne Powell, 14 October 1977.

[23]Letter received from Wayne Powell, 14 October 1977.

[24]Letter received from Wayne Powell, 14 October 1977.

[25]Letter received from Wayne Powell, 14 October 1977.

[26]Letter received from Suzanne Yates, 24 October 1977.

[27]Letter received from Suzanne Yates, 24 October 1977.

[28]Letter received from Suzanne Yates, 24 October 1977.

[29]Maryland-Delaware-D.C. Press Association News Release.

[30]Maryland-Delaware-D.C. Press Association Files.

[31]Maryland-Delaware-D.C. Press Association Files.

[32]Maryland-Delaware-D.C. Press Association Files.

[33]Personal interview with Raymond Hamby, 18 August 1977.

[34]Towson State University Newspaper in the Classroom Workshop Budget Proposals, 1965-78.